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IDENTIFIERS	Ditto Masters

ABSTRACT

The supplement and ditto packet to the unit four fine arts strand for second graders contains visual materials to aid the teacher in carrying out the instructional and assessment activities of this strand. Seatwork for individual students is featured along with materials intended for class participation activities. Illustrations, provided to help stimulate oral language and conceptual development, include pictures from the story "The Magic Flute" in which students are introduced to the flute section of the wind instrument family. Pictures of trumpets, clarinets, and flutes are shown along with scenes from some of the songs. The ditto packet provides ditto masters for written work. Seatwork activities are intended for presentation under supervision rather than as independent activities. Games, rhythm band work, song-writing, a talent show, and choral speaking are among the fine arts activities featured. Areas of music under study include pitch, timbre, dynamics, intensity, mood, appreciation, ties, and rests. (DS)

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RC 010922

Unit 4 Kits 13-16

Fine Arts Strand

Supplements

DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION
6504 TRACOR LANE
AUSTIN, TEXAS

Spanish Curricula Development Center
MIAMI, FLORIDA

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These materials were developed and disseminated under grants from Title VII of P.L. 89-10 as amended.

1974

Dissemination Center for Bilingual Bicultural Education
Education Service Center, Region XIII
6504 Tracor Lane, Austin, Texas 78721

Spanish Curricula Development Center
Dade County Public Schools
1420 Washington Ave., Miami Beach, Fla. 33139

PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instruccion de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Suplemento revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, del Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Suplemento revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Supplement incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban backgrounds, as well as children representing a wide range of other Spanish background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Supplement will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

Elsa Sánchez de la Vega
Production Editor, DCBBE

Marta Cil
Quality Control, SCDC

Juan D. Solís,
Director, DCBBE

Ralph F. Robinett
Project Manager, SCDC

CONTENIDO

Prefacio iii

Introducción v

Kit 13 1

Kit 14 10

Kit 15 13

Kit 16 27

CONTENTS

Preface iii

Introduction. v

Kit 13. 1

Kit 14. 10

Kit 15. 13

Kit 16. 27

INTRODUCCIÓN

Este Suplemento revisado contiene materiales visuales diseñados para ayudar al maestro a desarrollar con éxito las actividades incluídas en las guías de los distintos hilos de instrucción.

Las ilustraciones se incluyen para ayudar a estimular el lenguaje oral y el desarrollo de conceptos. Algunas de ellas están diseñadas para ser recortadas y usadas en pequeños grupos o individualmente, y otras para ser usadas en su tamaño completo.

El material está presentado en su forma más sencilla y no ha sido diseñado para constituir en sí un programa de arte.

El maestro puede colorear las láminas y montarlas en cartulina para facilitar su uso, si así lo desea. También puede añadir otros materiales en la presentación de las actividades y animar a los alumnos a que contribuyan con ilustraciones de su propia creación.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli, las señoras Rose L. Nash, Irma Laucirica y Elpa Soler.

INTRODUCTION

This revised Supplement contains visual aids designed to help the teacher successfully carry out the activities included in the guide of the corresponding instructional strand.

The illustrations are provided to help stimulate oral language and conceptual development. Some of them are designed to be cut out for manipulations with small groups and individuals, while others are full size to be left intact.

The material here presented is generally in its simple form; it has not been designed as an art program.

The teacher may, if he so desires, color the pictures and mount them on cardboard to facilitate their use. The teacher may also add other materials in the presentation of his activities and encourage pupils to contribute their own original illustrations.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Rose L. Nash, Irma Laucirica and Elpa Soler.

Carmen Otero
Chairman, Kit Manufacture

KIT 13

(Pages 1-9)

Kit 13, Suplemento

Para usar con Fine Arts Strand

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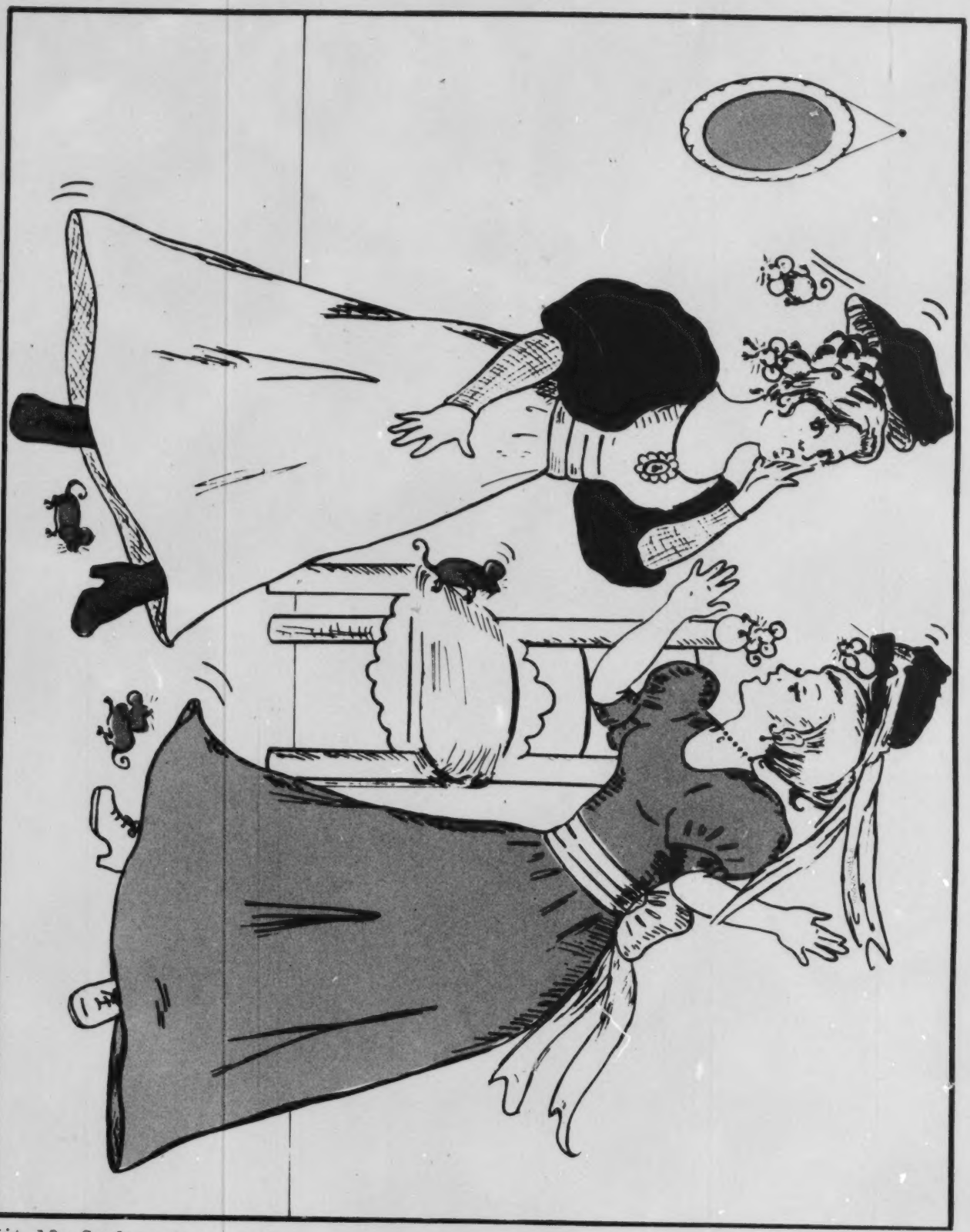

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Kit 13, Suplemento

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Kit 13, Suplemento

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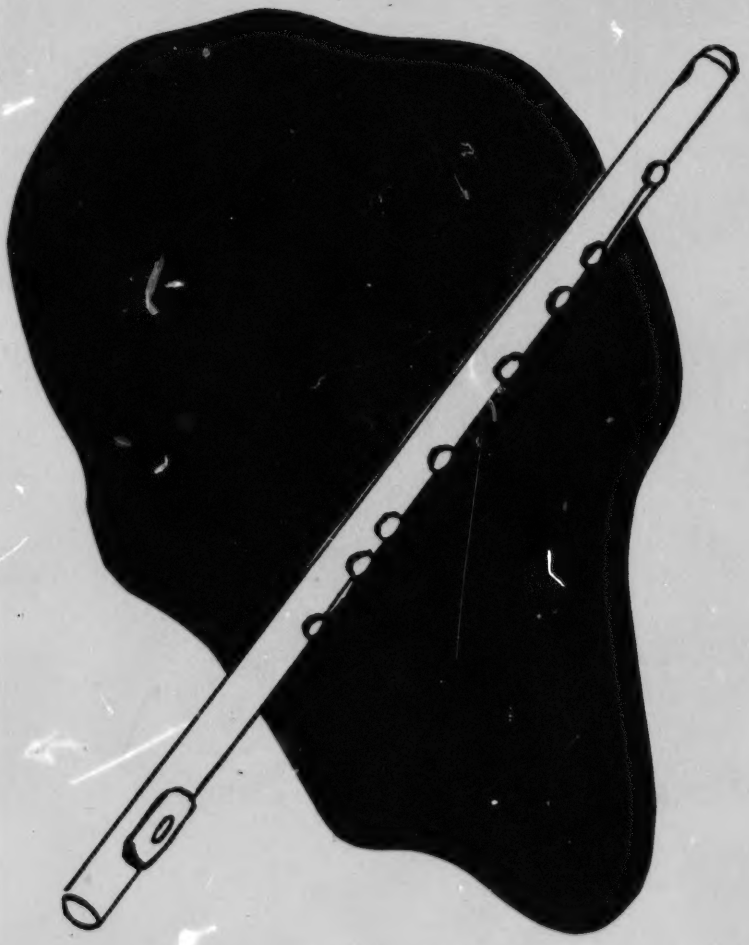


KIT 14

(Pages 10-12)

31

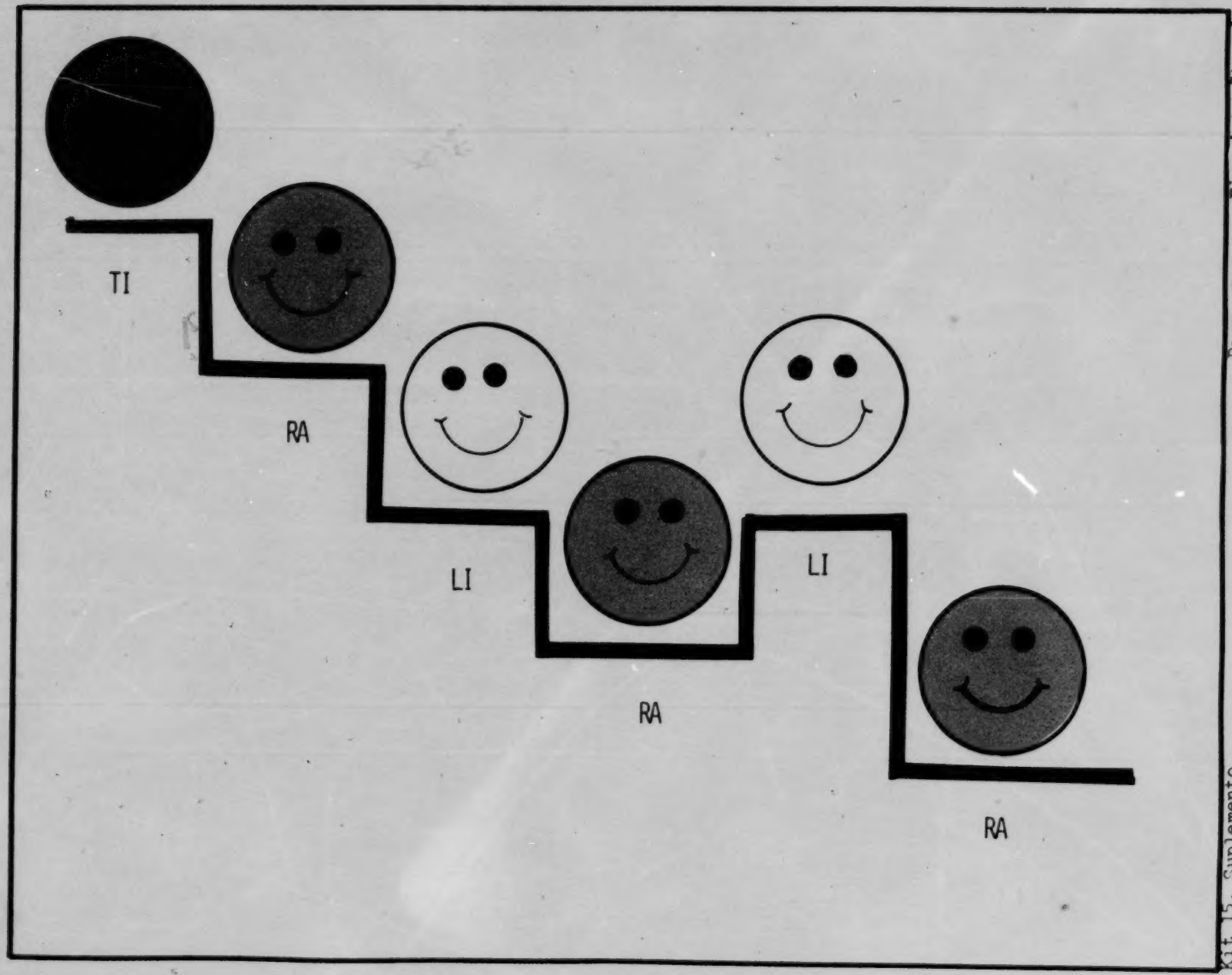
32

Kit 14, Suplemento

Para usar con Fine Arts Strand

KIT 15

(Pages 13-26)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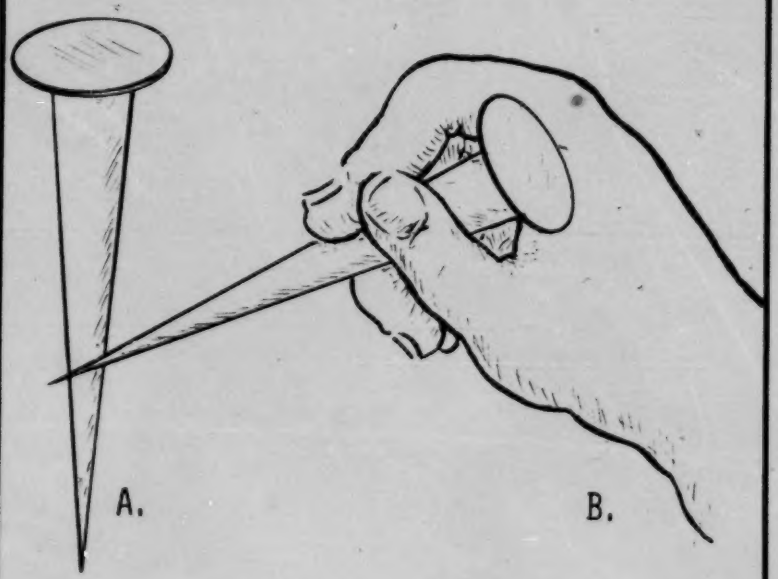

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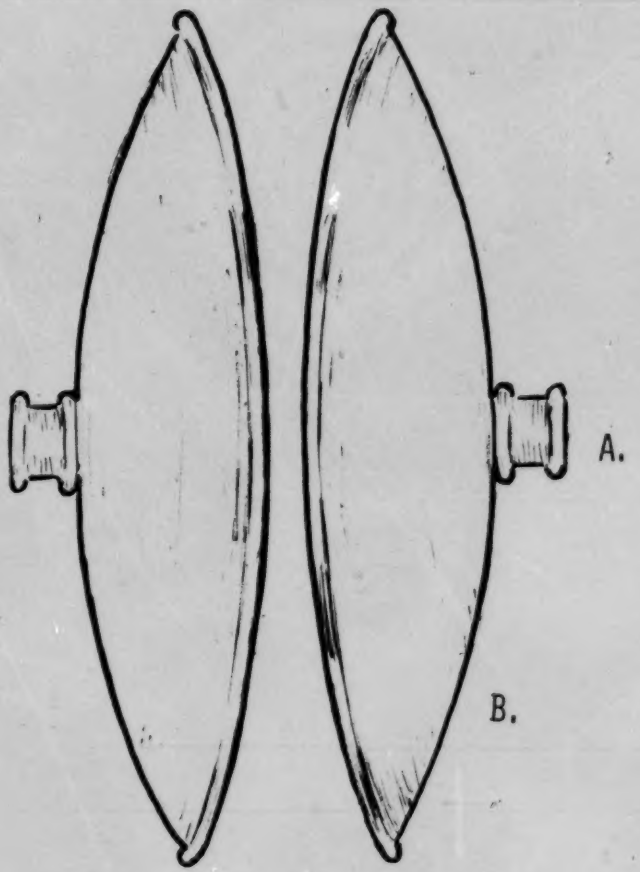
B. CLAVO DE 5 PULGADAS PARA GOLPEAR.



A. BOLILLO O CARRETEL DE HILO

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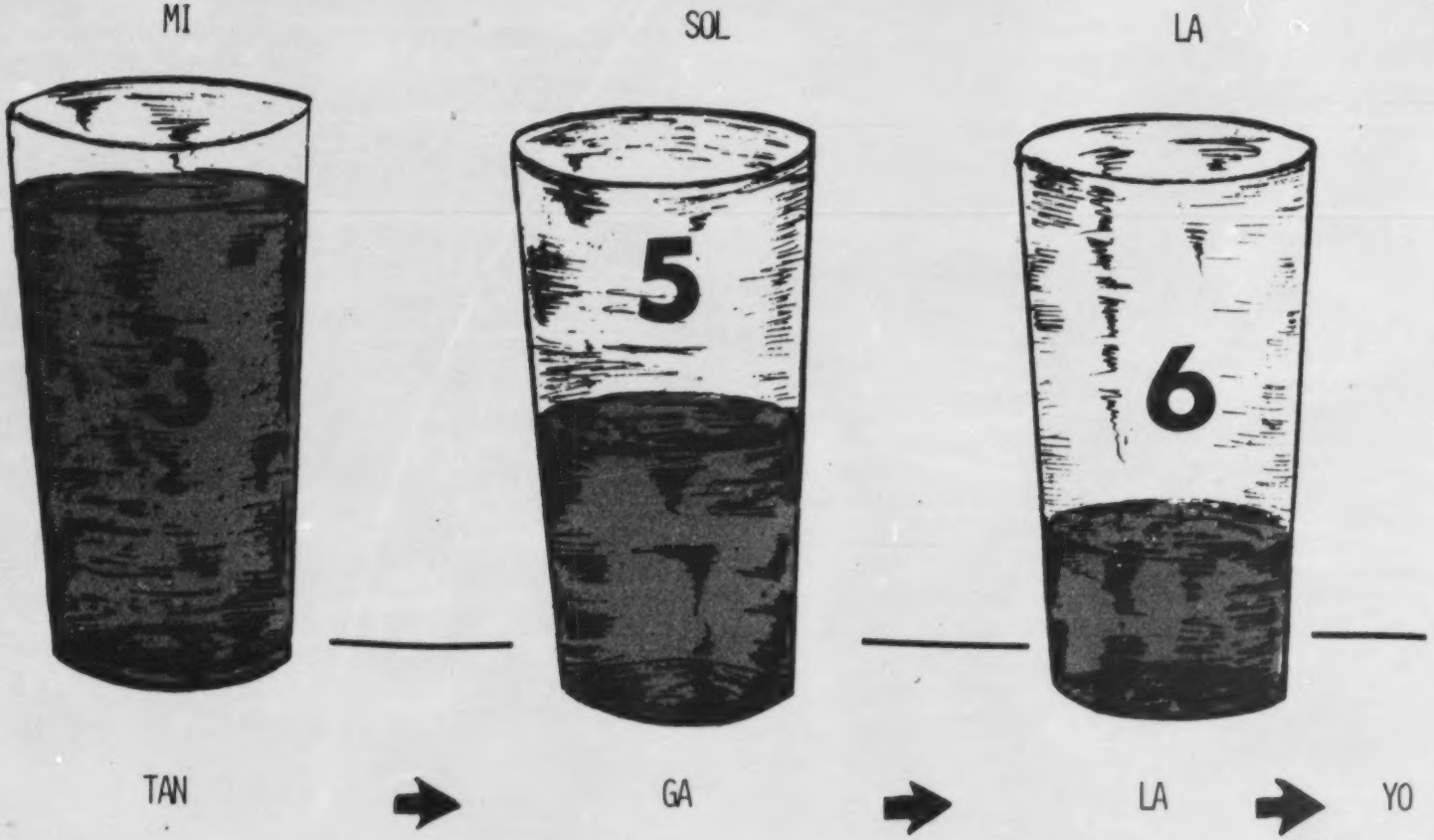
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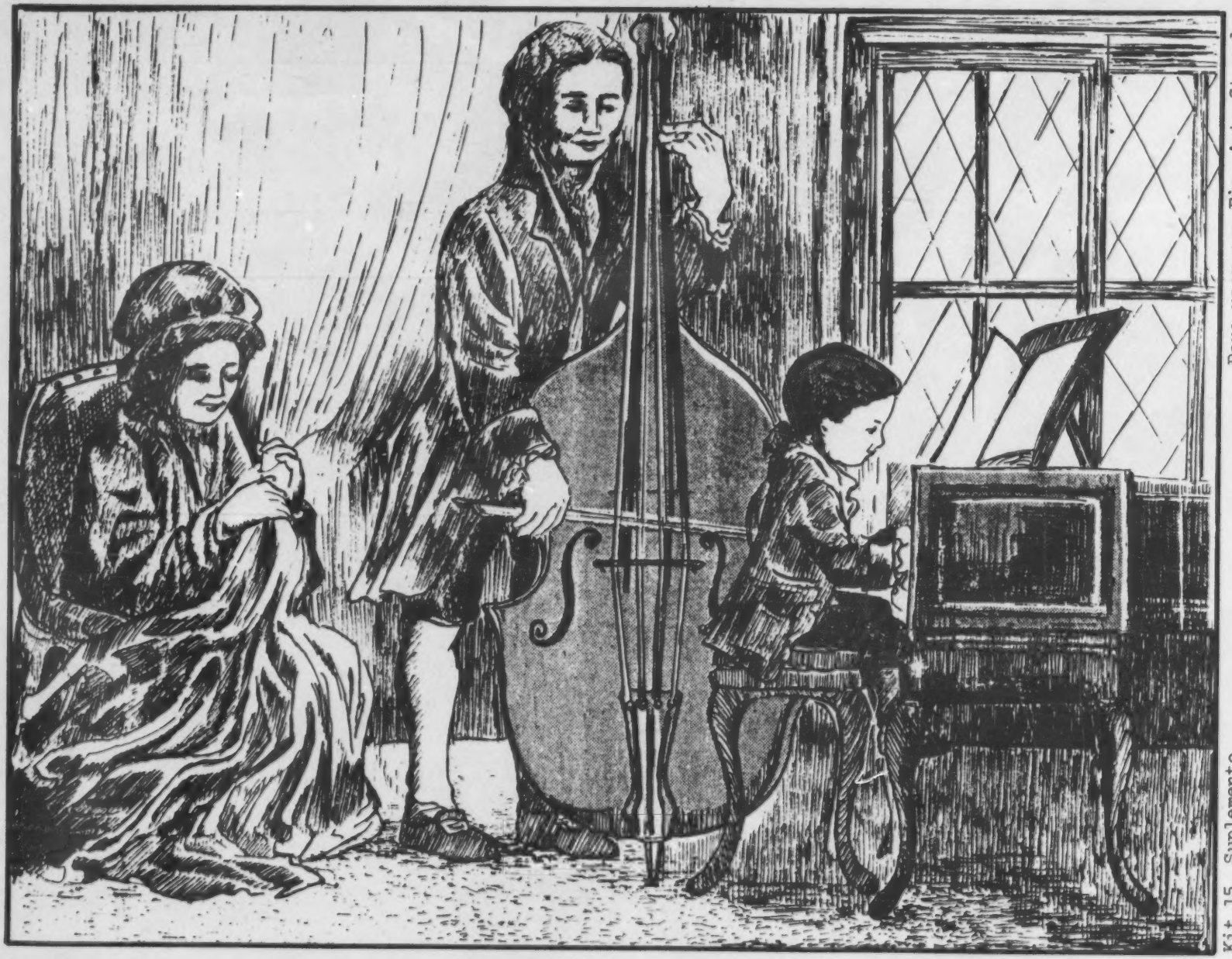

Kit 15, Suplemento

Para usar con Fine Arts Strand

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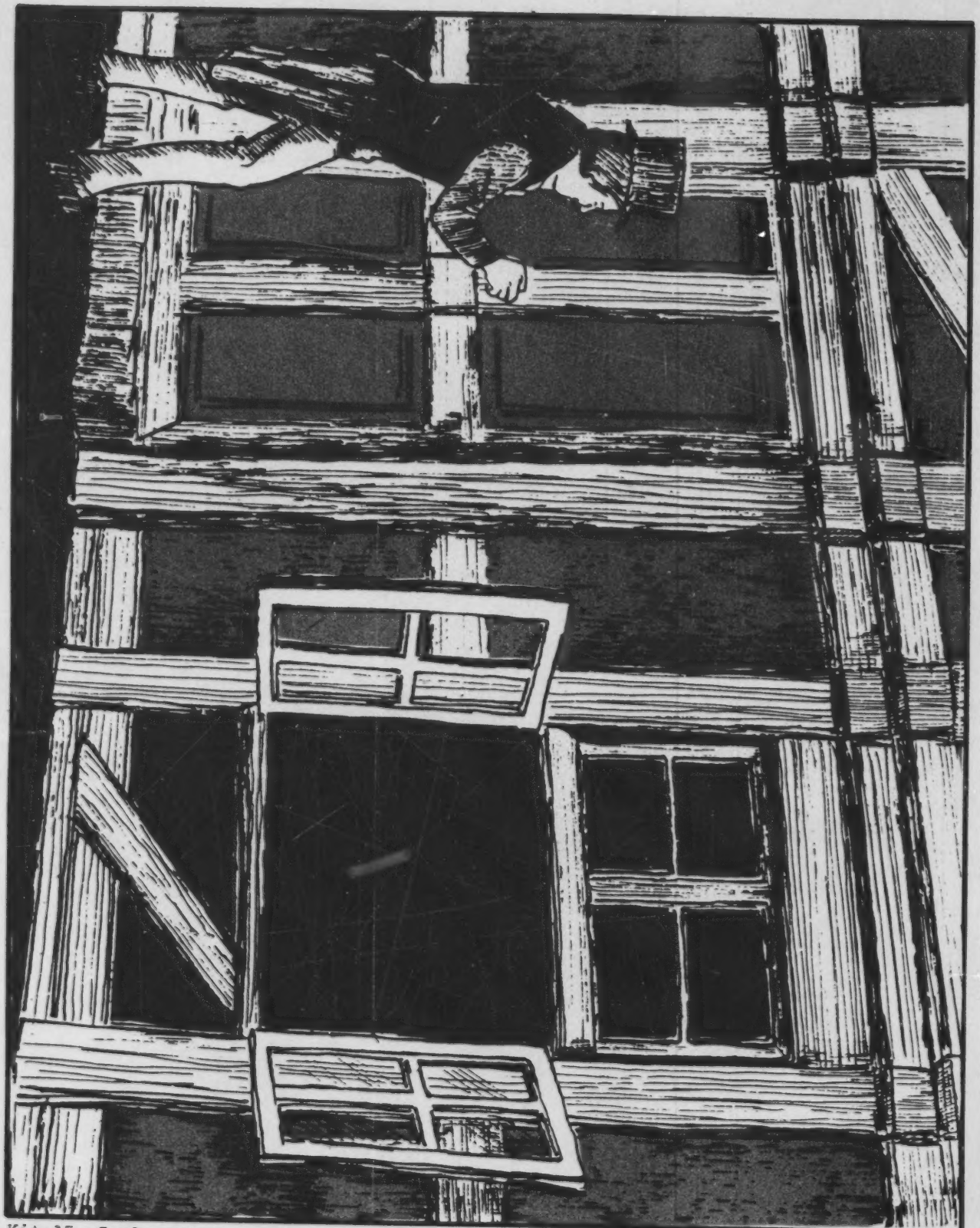

Kit 15, Suplemento

Para usar con Fine Arts Strand

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Kit 15, Suplemento

Para usar con Fine Arts Strand

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Para usar con Fine Arts Strand

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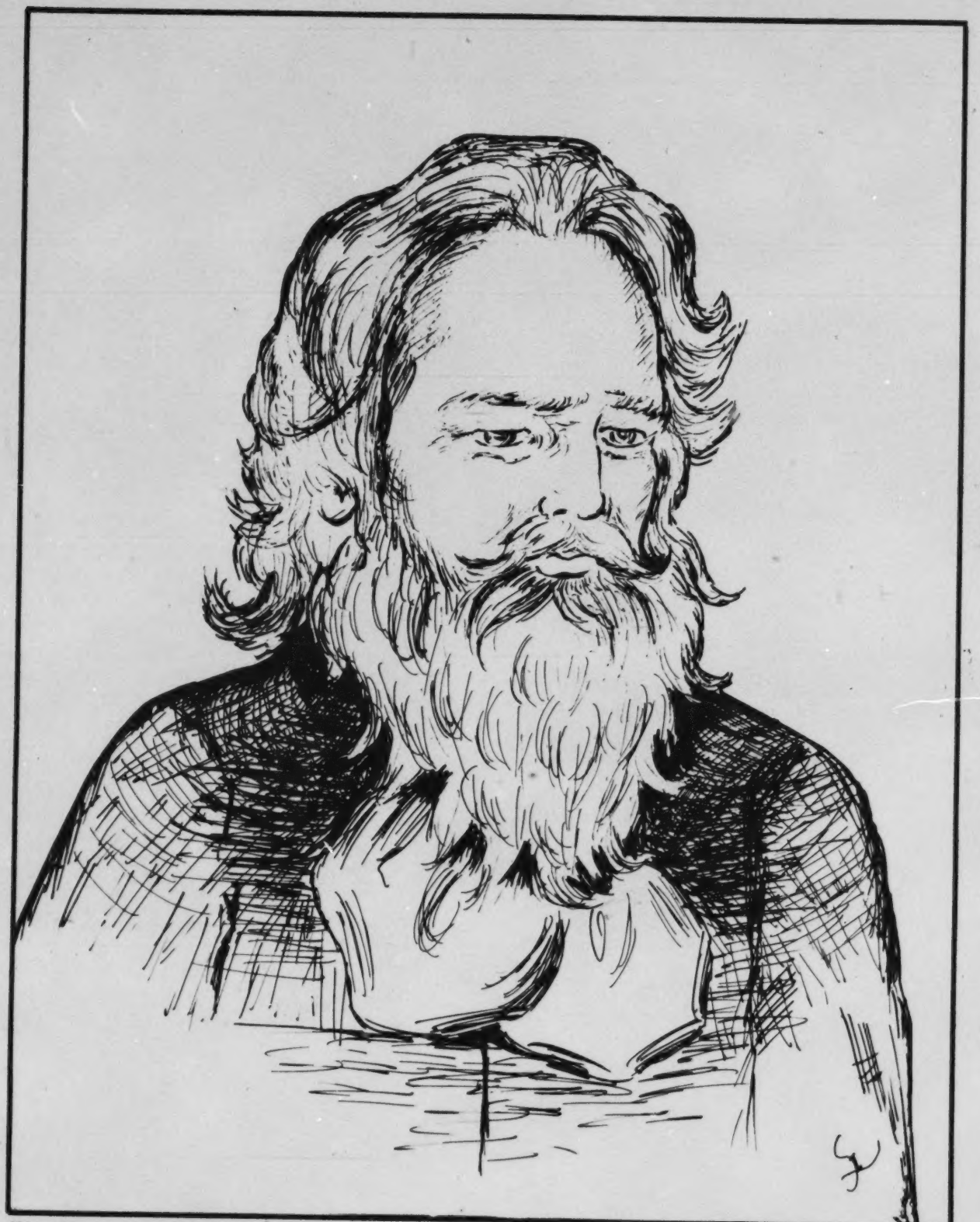
Kit 15, Suplemento



Kit 15, Suplemento

Para usar con Fine Arts Strand

Kit 15, Suplemento

Para usar con Fine Arts Strand

25

55

56

KIT 16

(Pages 27-31)

Para usar con Fine Arts Strand

28

Kit 16, Suplemento

59

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Para usar con Fine Arts Strand

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Kit 16, Suplemento

60

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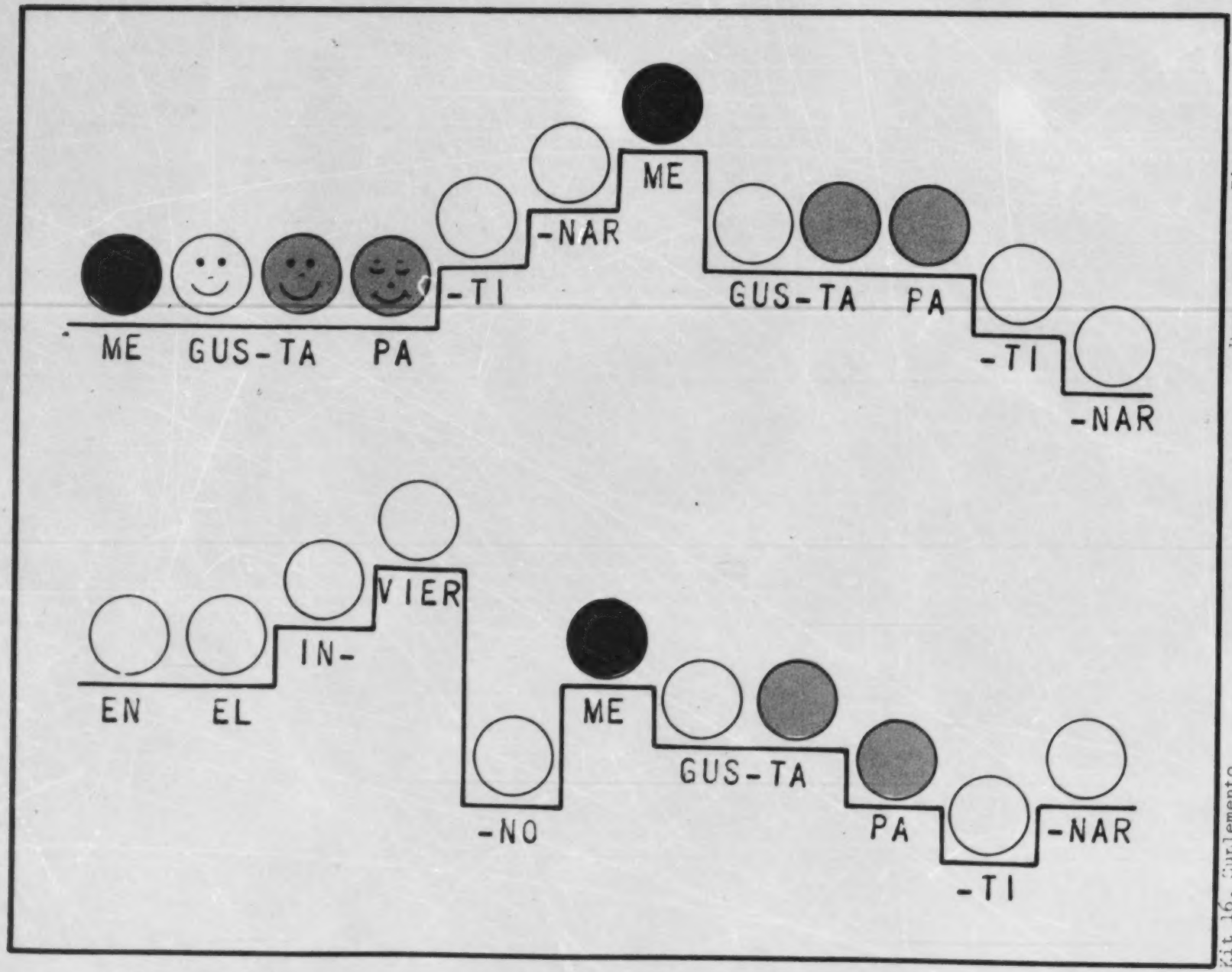
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RC 010922

Unit 4 Kits 13-16

Fine Arts Strand

Ditto Packet

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CONTENIDO

Prefacio iii

Introducción v

Kit 13 1

Kit 14 6

Kit 15 8

Kit 16 11

CONTENTS

Preface iii

Introduction. v

Kit 13. 1

Kit 14. 6

Kit 15. 8

Kit 16. 11

INTRODUCCIÓN

Este Conjunto de dittos revisado contiene los modelos de las copias maestras de ditto para hacer reproducciones múltiples de los materiales visuales y de las hojas de tareas individuales correspondientes a las actividades de los distintos hilos de instrucción y de evaluación. Con cada copia maestra de ditto se incluye el original del cual fue hecha para que el maestro pueda hacer copias maestras adicionales si así lo desea.

En general, las hojas de trabajos individuales serán presentadas bajo la supervisión del maestro y no como trabajos independientes.

En algunos casos el maestro puede encontrar que el refuerzo que ofrecen las copias maestras ditto es insuficiente y puede preparar materiales adicionales. En otros casos, el maestro puede considerar que sus objetivos pueden alcanzarse con más eficacia en otras formas diferentes a las predeterminadas en las hojas de trabajos individuales.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli, las señoras Rose L. Nash y Elpa Soler y el señor Paulino Fernández.

INTRODUCTION

This revised Ditto Packet contains ditto masters for making multiple copies of visuals and individual seatwork sheets for the different instructional strands and assessment activities. Accompanying each ditto master is the original from which it was made and from which the teacher may make additional ditto masters if he wishes.

By and large the worksheets for individual pupils are to be presented under supervision rather than presented as independent tasks.

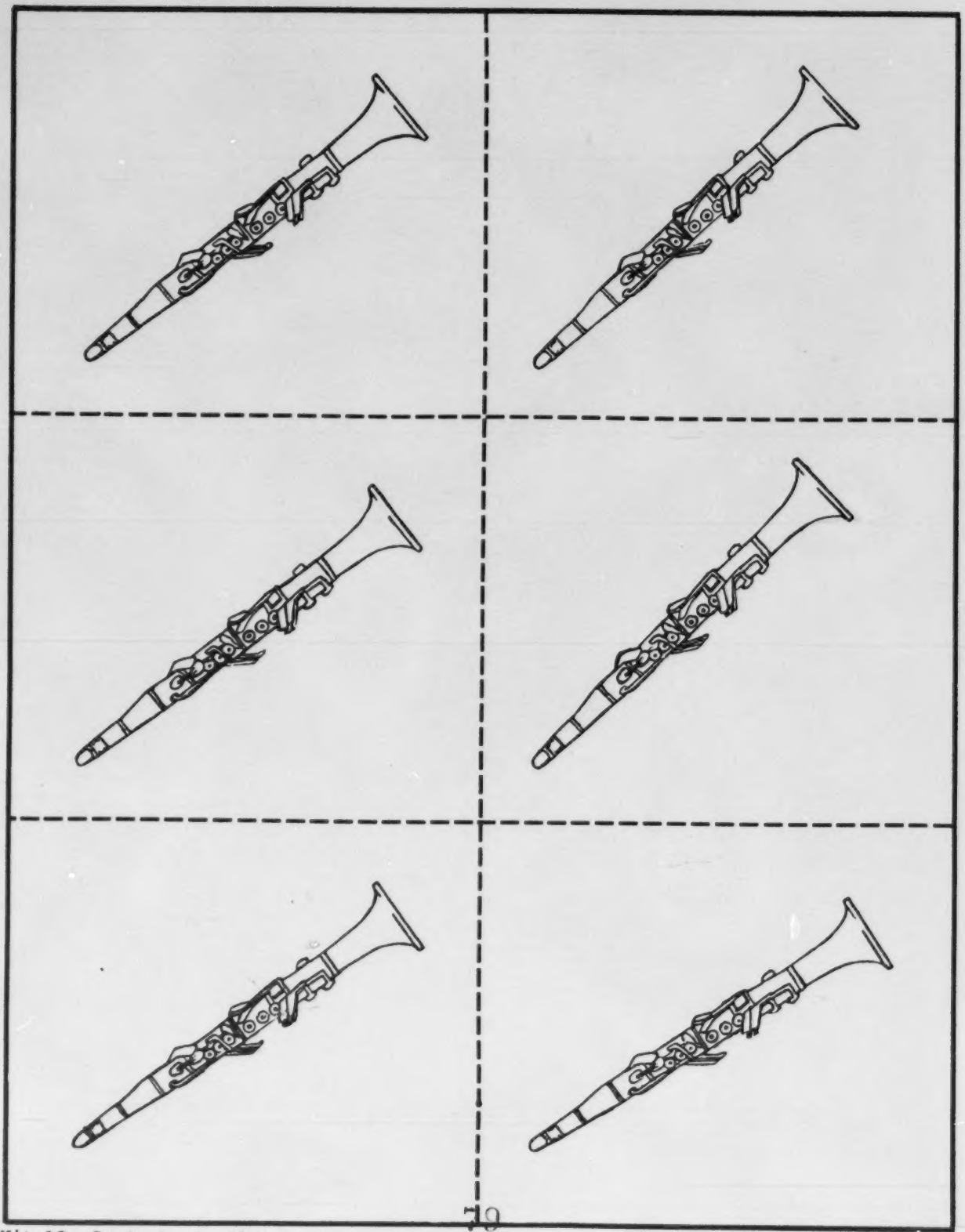
In some cases, the teacher may find that the reinforcement provided through the ditto sheets here presented is insufficient and will wish to prepare additional practice materials. In other cases, the teacher may consider that his goals can be achieved most effectively in ways other than those implied by predetermined worksheets for each pupil.

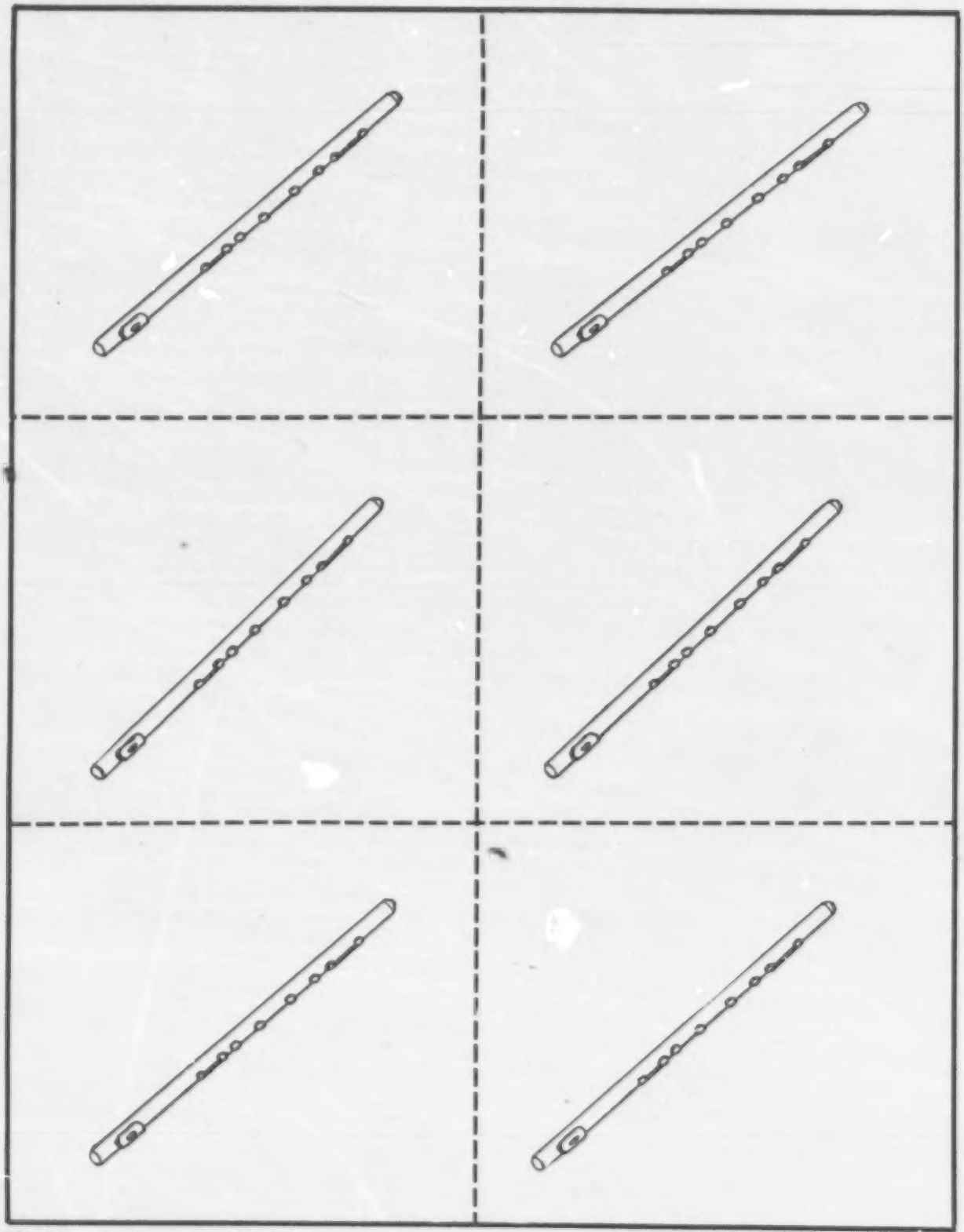
Collaborating in the preparation of the illustrations were Adelfa Cantelli, Rose L. Nash, Elpa Soler, and Paulino Fernández.

Carmen Otero
Chairman Kit Manufacture

KIT 13

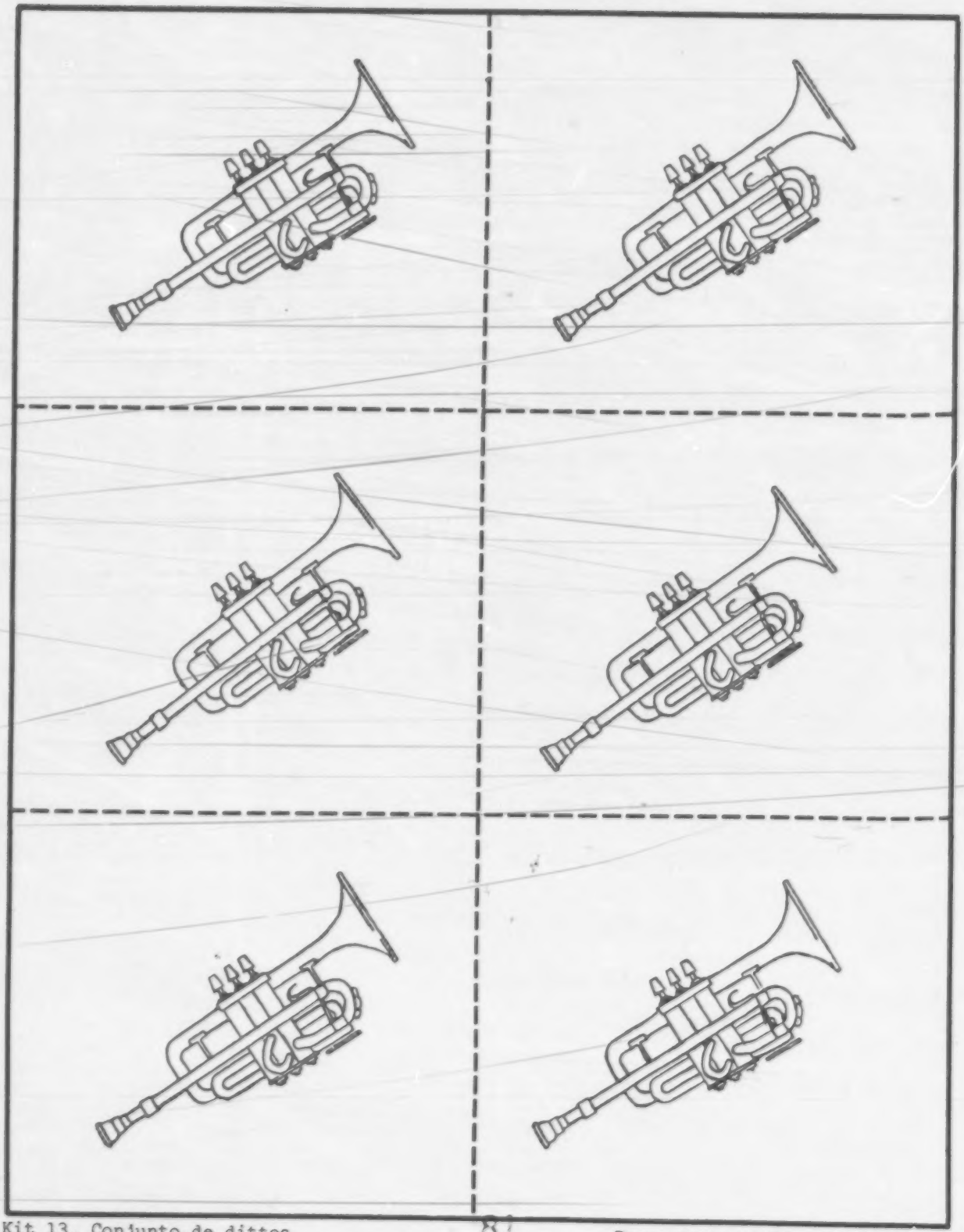
(Pages 1-5)





Kit 13, Conjunto de dittos

Para usar con Fine Arts Strand



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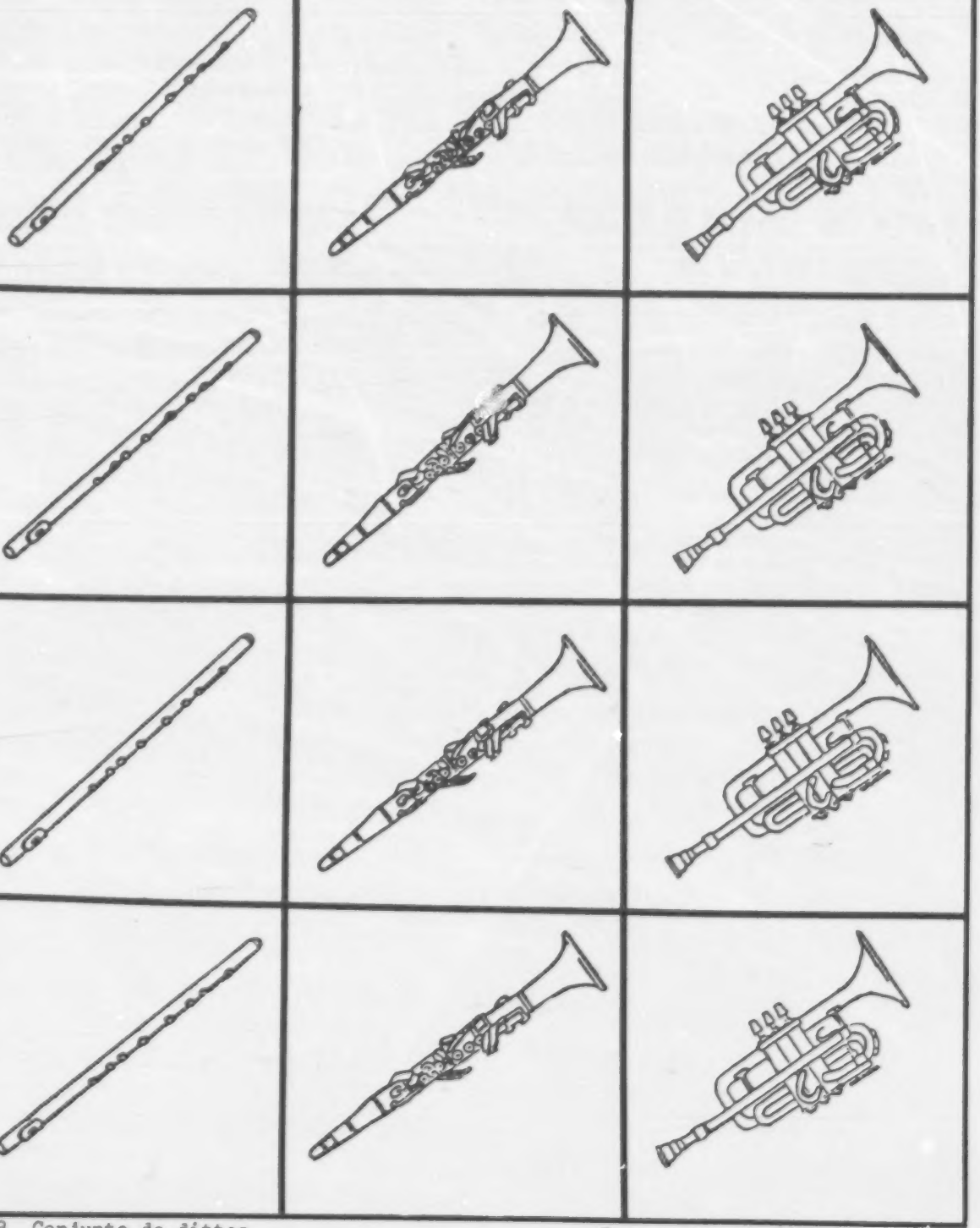

Kit 13, Conjunto de dittos

Para usar con Fine Arts Strand

KIT 14

(Pages 6-7)

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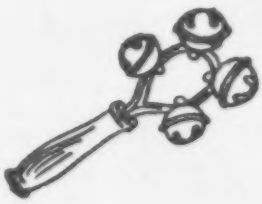

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Kit 14, Conjunto de dittos

Para usar con Fine Arts Strand

KIT 15

(Pages 8-10)

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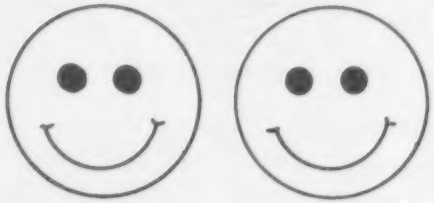

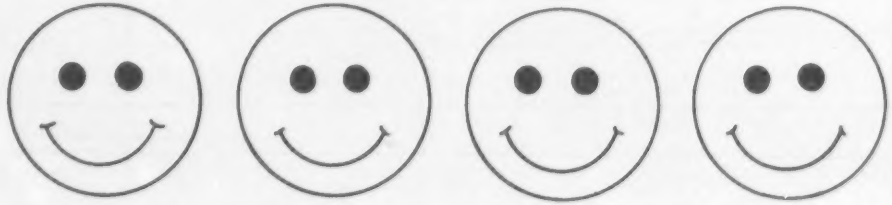

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Para usar con Fine Arts Strand

Unit 15, Conjunto de dittos

Nombre _____ Fecha _____

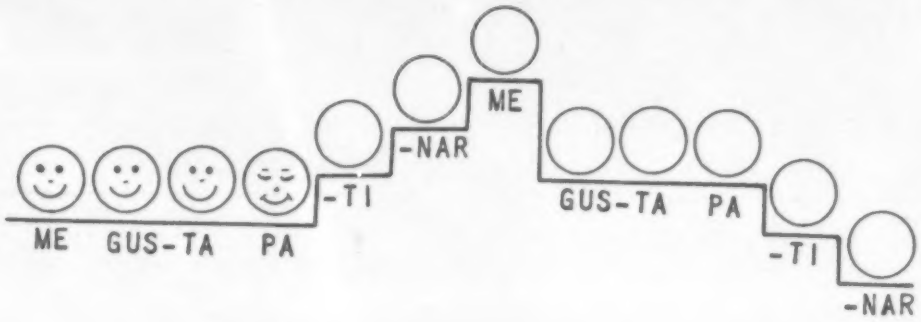
Programa para nuestra fiesta

Tira lira lira	Tanga Layo	Cantando mentiras	Se me ha perdido una niña

Para usar con Fine Arts Strand
Kit 15, Conjunto de dittos
10

KIT 16

(Pages 11-12)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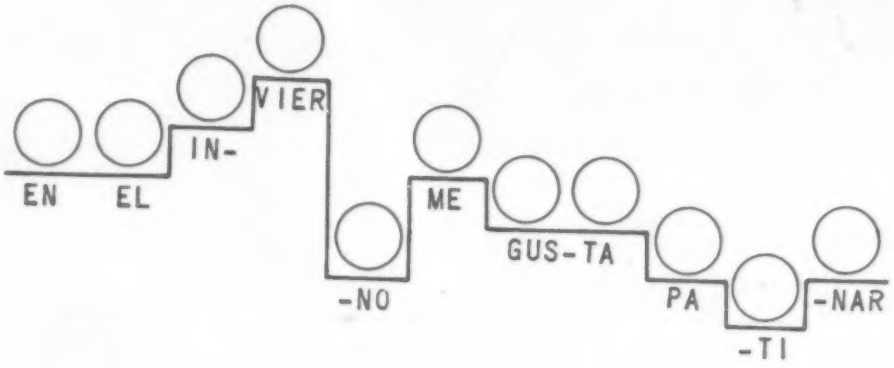
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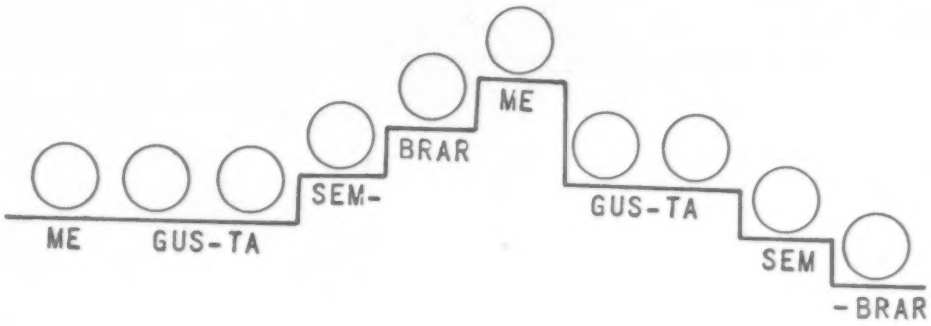
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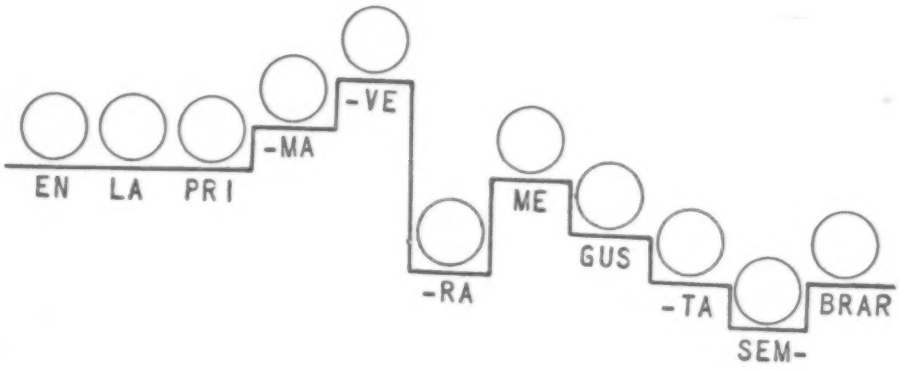
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